JOB SHADOWING AT AEVA - Escola Profissional de Aveiro PORTUGAL, AVEIRO

Prevention of Drop-offs

Job shadowing outline

Day 1: Understanding Early Drop-Offs and Creating Supportive Environments
- Introduction to Early Drop-Off Prevention
  - Overview of Early Drop-Offs and their Impact
  - Identifying Factors Contributing to Early Drop-Offs
- Creating a Supportive School Environment
  - Building Positive Relationships with Students and Families
  - Establishing a Welcoming and Inclusive School Culture
  - PADA – AEVA-EPA Portal

Day 2: Strategies for Engagement and Retention
- Enhancing Student Engagement
  - Strategies for Increasing Student Motivation and Participation
  - Creating Meaningful Learning Experiences
- Retention Strategies and Interventions
  - Identifying At-Risk Students and Early Warning Signs
  - Implementing Targeted Interventions and Support Services
  - The value of PADA

Day 3: Collaboration and Community Engagement
- Collaborating with Stakeholders
  - Engaging Families and Community Partnerships
  - Collaborating with School Staff and Support Services
- Utilizing Resources and Support Systems
  - Accessing External Resources and Support Programs
  - Establishing a Multi-Tiered System of Support (MTSS)
  - The value of PADA

Day 4: Data-Informed Decision Making and Continuous Improvement
- Data Collection and Analysis
  - Collecting and Analyzing Data on Attendance and Early Drop-Offs
  - Using Data to Inform Decision Making and Target Interventions
- Continuous Improvement and Evaluation
  - Implementing Action Plans for Early Drop-Off Prevention
  - Evaluating the Effectiveness of Prevention Strategies and Adjusting Plans as Needed
  - The value of PADA

Day 5: Reflection and Planning for Sustainability

- Reflective Practice and Professional Growth
  - Reflecting on Learning and Implementation Experiences
  - Setting Goals for Professional Growth and Continued Improvement
  - Certificates Distribution

Overview of the topics covered and the skills/knowledge participants will gain.

1. Understanding Early Drop-Offs:
   - Overview of early drop-offs and their impact on students and schools. The case of AEVA-EPA.
   - Identification of factors contributing to early drop-offs, including social, economic, and environmental factors
2. Creating Supportive School Environments:
   - Building positive relationships with students and families to foster a sense of belonging
   - Establishing a welcoming and inclusive school culture that values diversity and promotes engagement
3. Strategies for Engagement:
   - Techniques for increasing student motivation and participation in school activities
   - Creating meaningful learning experiences that resonate with students' interests and learning styles
4. Collaboration and Community Engagement:
   - Engaging families and community partners in early drop-off prevention efforts
   - Collaborating with school staff and support services to provide comprehensive support for students and families
5. Utilizing Resources and Support Systems:
   - Accessing external resources and support programs to address the needs of at-risk students
   - Establishing a multi-tiered system of support (MTSS) to provide targeted interventions and services
   - PADA – AEVA-EPA Portal
6. Data-Informed Decision Making and Continuous Improvement:
   - Collecting and analyzing data on attendance and early drop-offs to identify trends and patterns
   - Using data to inform decision making, target interventions, and evaluate the effectiveness of prevention strategies

Explanation of the methodology or spreading information approach used during the job shadowing.

- Participants engage in interactive workshops, seminars, and presentations led by experienced educators, counsellors, and community partners. These sessions cover the above mentioned topics.
- Learning sessions are designed to be dynamic and engaging, incorporating a variety of instructional methods such as case studies, group discussions, and multimedia presentations.
- Participants collaborate with peers, mentors, and experts through group activities, and discussions. They share insights, experiences, and best practices related to early drop-off prevention, and work together to develop strategies and solutions tailored to their specific school contexts.
- Reflection is integrated into each stage of the job shadowing activity, with dedicated time for individual and group reflection sessions. Participants are encouraged to reflect on their learning, experiences, and professional growth throughout the program.

Job shadowing learning outcomes:
Clear identification of the skills, knowledge, and competencies participants will acquire.
Skills & competences:
- In building positive relationships with students, families, and community partners to foster trust and engagement.
- In communication for conveying information, fostering collaboration, and engaging stakeholders in early drop-off prevention efforts.
- In collecting, analyzing, and interpreting data on attendance and early drop-offs to inform decision making and target interventions.
- In collaborating with school staff, support services, and community partners to provide comprehensive support for students and families.
- In evidence-based strategies for preventing early drop-offs, including engagement techniques, family involvement approaches, and community collaboration models.
- In effective strategies for engaging families and community partners in early drop-off prevention efforts, including outreach methods, communication strategies, and partnership development approaches.
- In identifying early drop-off risk factors, designing targeted interventions, and evaluating the impact of prevention efforts through a problem-solving approach.

Measurable objectives to assess the effectiveness of the job shadowing.

- The satisfaction of the participants
- The active participation of the participants in asking and answering questions.
- The active involvement of the participants in the job shadowing activities.

Examples or scenarios illustrating how these outcomes will be achieved.

Joint discussions will be organized to analyse and evaluate the week and its results.

During the job shadowing activity, participants observe experienced teachers in diverse classroom settings. They engage in collaborative planning sessions with teachers, where they discuss strategies for differentiating instruction, adapting materials, and creating inclusive learning environments.

Participants collaborate with colleagues, support staff, and administrators throughout the job shadowing activity to design and implement practices. They engage in collaborative planning sessions where they brainstorm ideas, share resources, and coordinate efforts to support diverse learners.

Participants requirements:
List of prerequisites, if any, for attendees to make the most of the job shadowing.
Technical specifications or equipment needed for participation (if applicable).
Any recommended background knowledge or experience.

- Participants should have a background in education, such as teachers, counsellors, school administrators, or education specialists.
- While not mandatory, participants should have some familiarity with early drop-off issues and challenges faced by schools and students.
- Participants should possess strong communication skills, including verbal and written communication, active listening, and interpersonal skills.
- Participants should approach the job shadowing experience with an open mind and a willingness to learn new concepts, strategies, and approaches for preventing early drop-offs.

Validation:
Assessment criteria or methods to validate participants' learning.
Explanation of how achievements will be recognized or certified.
Opportunity for feedback and evaluation of the course content and delivery.

- Post-assessment surveys will be used to measure the satisfaction of the participants and their learning results, their changes in participants' knowledge, skills, and confidence levels after the job shadowing activity.
- Participants who successfully complete the job shadowing activity will receive a certificate of completion, acknowledging their active participation.
- Participants will also provide feedback on the course content, delivery, and organization through post-program surveys. These will include questions about the relevance of the content, effectiveness of instructional methods, and overall satisfaction with the learning experience.
- Group discussions with participants will be organized to gather in-depth feedback on specific aspects of the job shadowing, such as its quality, usefulness of resources, and areas for improvement.

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